

Doc. 300.3.1

Date: 5th June 2025

External Evaluation Report (Departmental)

- **Higher Education Institution:**
UNIC Athens (Campus of the University of Nicosia)
- **Town:** Athens, Greece
 - **School/Faculty:** School Humanities and Social Sciences
- **Department:** Social Sciences
- **Department's Status:** New
- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Ψυχολογία (4 έτη, 240 ECTS, Πτυχίο)

In English:

Psychology (4 years, 240 ECTS, Bachelor of Science)

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

| DEPARTMENT | PROGRAMMES OF STUDY |
|-------------------------------|---|
| Department of Social Sciences | Psychology (4 years, 240 ECTS, Bachelor of Science) |
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A. Introduction

This part includes basic information regarding the onsite visit.

The EEC comprising, Andrew J. Bremner (chair; University of Birmingham, UK), Andrea Constantinou (Graduate student, University of Cyprus), Teresa Guasch (Universitat Oberta, Catalunya), and Victoria Southgate (University of Copenhagen, Denmark) visited from 2nd to 6th June, undertaking site visits including discussions with senior leaders, academics, administrative colleagues, students, and external stakeholders, and also including a visit to the campus under development in The Ellinikon, Athens. The visit and discussions went smoothly, and the EEC were impressed at the considerable operation underway to launch UNIC Athens this year. The EEC simultaneously evaluated the Institution, the development of the Department of Social Sciences in UNIC Athens, and the BSc Psychology to be launched in 2025-26. These are evaluated in separate reports. It is important to note that a number of aspects of accreditation cannot be fully verified at this point as the campus and programmes are not yet in action. Where this is the case, the EEC has evaluated the application based on the proposed measures and actions, but has been reluctant to award a full award of 5 points as regards the standard. Depending on the CYQAA's procedures, it may be appropriate to organise a follow-up validation once the campus, department, and programmes are fully operational.

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|---------------------------|---|---------------------------------------|
| Andrew J. Bremner (Chair) | Chair, Professor of Developmental Psychology, EDI Lead, College of Environmental Sciences | University of Birmingham |
| Andrea Constantinou | Member, Graduate Student | University of Cyprus |
| Teresa Guasch | Member, Professor of Educational Psychology and Vice President Education Affairs | Universitat Oberta de Catalunya (UOC) |
| Victoria Southgate | Member, Professor of Developmental Cognitive Neuroscience | University of Copenhagen |

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

| | |
|---------|---------------------|
| 1 or 2: | Non-compliant |
| 3: | Partially compliant |
| 4 or 5: | Compliant |

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|--|--|-------|
| 1. Department's academic profile and orientation | | |
| 1.1 Mission and strategic planning (including SWOT analysis) | | 1 - 5 |
| 1.1.1 | The Department has formally adopted a mission statement, which is available to the public and easily accessible. | 4 |
| 1.1.2 | The Department has developed its strategic planning aiming at fulfilling its mission. | 5 |
| 1.1.3 | The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted. | 4 |
| 1.1.4 | The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice. | 5 |
| 1.1.5 | The academic community is involved in shaping and monitoring the implementation of the Department's development strategies. | 5 |
| 1.1.6 | Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy. | 4 |
| 1.1.7 | The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective. | 4 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |

The Department of Social Sciences at UNIC Athens has established a clear mission that aligns with the broader goals of the University of Nicosia. Although the mission has been communicated internally and to stakeholders, it is not yet publicly available due to the ongoing development of the official website. The Department demonstrates solid strategic planning, with clearly defined short-, medium-, and long-term goals that support its mission and are implemented through structured governance. However, the process for periodically revising these goals is not yet fully outlined in terms of responsibilities, timelines, or feedback mechanisms. The BSc in Psychology is coherent with the Department's academic profile and fully aligned with European standards, reflecting a commitment to quality and compatibility. The academic community actively participates in shaping and monitoring the Department's development strategies, while stakeholder engagement also includes students, graduates, and external professional and scientific bodies through organised consultation processes and feedback structures. Finally, although data collection and analysis are effectively carried out through institutional systems, the link between this data and strategic decision-making could be more clearly documented to improve transparency and accountability.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The BSc in Psychology offered by the Department of Social Sciences at UNIC Athens is aligned with the Department's academic orientation and mission. The programme is coherent with the accredited Psychology degree offered at the University of Nicosia and complies with European academic standards, including the use of ECTS and adherence to the Bologna Process. Although it is currently the only programme offered by the Department, it sets a solid foundation for future academic development and the introduction of postgraduate and interdisciplinary programmes.

The Department of Social Sciences operates under the School of Humanities and Social Sciences. While the Department is still in its early stages, its academic profile is consistent with the broader orientation of the School, and its current and planned programmes are compatible with the School's focus on human and social development. As the School expands, there is clear potential for interdisciplinary collaboration and curriculum coherence among departments. Institutional alignment with the University of Nicosia's academic framework further ensures compatibility in terms of quality standards and academic structure.

During the site visit it was exciting to discuss potential opportunities for the department to align its mission with the dynamic institutional vision being developed and instantiated in the UNIC Athens academic vision and campus.

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

| | | |
|-------|---|---|
| 1.2.1 | The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities. | 3 |
| 1.2.2 | The Department provides sufficient information to the public about its activities and offered programmes of study. | 4 |
| 1.2.3 | The Department ensures that its operation and activities have a positive impact on society. | 3 |
| 1.2.4 | The Department has an effective communication mechanism with its graduates. | 3 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Based on the documents provided and on the meeting with the EEC, the Department of Social Sciences at UNIC Athens does not provide sufficient evidence of established or systematic mechanisms specifically aimed at assessing the needs and demands of society. There is general reference to goals of social contribution and responsiveness in strategic planning, but no clear processes, tools, or examples are described—such as structured labour market analysis, regular consultation with industry stakeholders, or mechanisms for integrating societal feedback into curriculum and research planning. Therefore, while there is a stated awareness of the importance of societal relevance, the documentation does not demonstrate that this awareness is translated into consistent, actionable procedures or feedback loops. It will be important for the Department to consider especially its local societal context in Athens and how that is distinct from that in Nicosia.

The Department of Social Sciences at UNIC Athens does offer information about its activities and programmes of study, primarily through internal documentation and institutional planning materials. However, there are limitations in public accessibility. As noted in the documents and confirmed during the on-site visit, the official website of UNIC Athens is currently under construction, which limits the public visibility and accessibility of the Department's academic offerings and activities. While the Department has prepared its materials and programme descriptions in alignment with the University of Nicosia, and these are likely to be published once the website is operational, at present, the information is not fully accessible to the public.

The Department expresses an intention to contribute positively to society through its mission and strategic goals, which include promoting ethical responsibility, academic excellence, and community relevance. However, there is limited concrete evidence of activities that demonstrate a measurable or structured societal impact. While future initiatives such as research development and potential community outreach are mentioned, the EEC was not provided with specific examples of community projects, partnerships with local organisations, or other activities that would indicate a direct and positive impact on society to date.

There is limited evidence of a structured mechanism for maintaining communication with graduates; however, some informal communication channels do exist. During the external evaluation, graduates noted that faculty members had proactively reached out to offer assistance, particularly with recommendation letters and academic guidance. While this reflects a commendable level of personal commitment from staff, there is no indication of a formal

alumni network, tracking system, or organised feedback process that would allow for sustained, institution-wide engagement with graduates.

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

| | | |
|-------|--|---|
| 1.3.1 | Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work. | 5 |
| 1.3.2 | Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan. | 5 |
| 1.3.3 | The Department applies an effective strategy of attracting high-level students from Cyprus and abroad. | 4 |
| 1.3.4 | The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent. | 5 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Department's recruitment and selection procedures are robust and clearly aimed at securing highly qualified academic staff, aligned with international standards and the University's quality assurance framework. Furthermore, the department demonstrates forward-looking and strategic alignment between staffing, academic goals, and programme development, ensuring the quality and sustainability of its educational mission.

Based on the documentation reviewed and the on-site meetings, the Department of Social Sciences at UNIC Athens demonstrates a developing strategy for attracting high-level students from both Cyprus and abroad. It benefits from alignment with the University of Nicosia's international brand and admissions infrastructure, and offers a programme (BSc in Psychology) that is well-recognised and accredited through the parent institution. Marketing and recruitment efforts are coordinated centrally, using digital platforms and the University's broader international network. However, the strategy is still maturing. While there is mention of promotional efforts and initial enrolment success, there is limited detail about targeted outreach to high-performing students, scholarship offerings, academic excellence incentives, or strategic partnerships with international schools or educational agents. Again, the department has a significant opportunity to capitalise on the vision articulated at institutional level to develop a discipline-focussed brand.

Lastly, the Department operates within a structured and transparent funding framework that adequately supports its current operations and provides a foundation for future academic growth and quality enhancement. Additionally, the Department benefits from a clear and

centrally managed funding framework that supports both its operational sustainability and the continuous improvement of academic quality.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The Department anticipates approximately 100 students per cohort, with a gradual increase in enrolment as the campus grows. The projections include Greek Cypriot and international students, although exact future targets may vary depending on outreach success and programme expansion. The specificity of targeted international intake is limited.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Social Sciences at UNIC Athens is in an early but carefully structured development phase. It currently offers a BSc in Psychology that aligns with European standards and the University of Nicosia's academic framework, with clear plans for programme and research expansion. The Department has articulated a mission consistent with the institution's broader goals and has outlined a strategic plan with phased academic and staffing growth. During the site visit, faculty demonstrated strong qualifications and commitment, and students reported high levels of academic support and satisfaction. However, while governance structures and academic planning are in place, the campus infrastructure remains under construction, with full completion expected by the end of August 2025. As such, some physical and operational elements—such as dedicated teaching spaces, student services, and public visibility—are still in development and will mature as the campus becomes fully operational.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- 1) Clear strategic planning aligned with institutional goals and future academic growth.
- 2) Accredited and internationally aligned BSc in Psychology, ensuring academic quality and recognition.
- 3) Highly qualified and supportive faculty, with strong student satisfaction.
- 4) Diverse international student body, reflecting effective early outreach.
- 5) Strong institutional support from the University of Nicosia, providing shared infrastructure and quality assurance.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- 1) The Department's mission states a focus on training mental health professionals at its forefront. However, the EEC considered the BSc Psychology programme and future potential programmes to be likely to train a much wider range of future careers. Furthermore, the importance of research does not feature prominently in the mission and the institution's mission and vision is not referenced. There are opportunities for improving (and perhaps shortening the mission statement with these considerations in mind).
- 2) To achieve full compliance with Criterion 1.2.1, the Department should consider developing formal channels for regularly engaging with societal stakeholders, such as employer advisory boards, community consultations, graduate outcome tracking, or targeted needs assessments that feed into programme and strategy design.
- 3) To move toward full compliance with Criterion 1.2.3, the Department should implement and document outreach initiatives, partnerships with local communities or professional bodies, and evidence of how its academic and research activities contribute to societal development. Public reporting of such impact would also strengthen transparency and institutional accountability.
- 4) Our suggestion is that the Department develops a more systematic approach to alumni engagement—such as creating a central alumni database, establishing regular contact points (e.g. newsletters, surveys), and involving graduates in departmental development and career support initiatives. This would formalise the good informal practices already in place and create lasting value for both the institution and its alumni.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|------------------------------------|---|
| 1.1 Mission and strategic planning | Compliant |
| 1.2 Connecting with society | Partially Compliant |
| 1.3 Development processes | Compliant |

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

| Quality indicators/criteria | | |
|--|---|--------------|
| 2. Quality Assurance | | |
| 2.1 System and quality assurance strategy | | 1 - 5 |
| 2.1.1 | The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management. | 4 |
| 2.1.2 | Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders. | 4 |
| 2.1.3 | The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff. | 5 |
| 2.1.4 | The quality assurance system adequately covers all the functions and sectors of the Department's activities: | |
| 2.1.4.1 | Teaching and learning | 5 |
| 2.1.4.2 | Research | 5 |
| 2.1.4.3 | The connection with society | 5 |
| 2.1.4.4 | Management and support services | 5 |
| 2.1.5 | The quality assurance system promotes a culture of quality. | 5 |
| 2.1.6 | Students' evaluation and feedback | 5 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The UNIC Athens has a clear policy for quality assurance, systematic, and well-documented, ensuring that QA is not only procedural but also formative and continuously evolving. The Department of Social Sciences includes a Department Internal Quality Assurance Committee which works in coordination with School, Campus and University IQACs. The role of these committees is to ensure compliance with the institution's internal regulations and its alignment with European and national standards, including the ESG 2015 and relevant Cypriot and Greek legislation. This approach to policy assurance will be publicly available as part of institutional documentation across UNIC and UNIC Athens.

Documentation supports that the QA policy for the school is developed with the involvement of internal stakeholders, with faculty being involved in this working with the Campus and University IQACs. The documentation also indicates the involvement of external stakeholders. However, our discussions with external stakeholders during the site visit did not indicate a very clear involvement with internal policy development as per the development of the Department in Athens (although the external stakeholders were glowing in their assessment of the professionalism of academics and administrators at UNIC Nicosia).

The department's quality assurance processes support guarding against intolerance of any kind or discrimination against students or staff via the university quality assurance policy which has established a range of policies including: Equal treatment and non-discrimination, zero-tolerance for harassment, commitment to integrity and respect, right to fair hearing and appeal, and academic freedom with responsibility. Importantly, diverse voices, including faculty, undergraduate and postgraduate student representatives, and administrative staff ensure that QA processes are representative, helping prevent bias or unfair treatment.

The quality assurance (QA) system adequately covers all the key institutional functions and sectors of the university: teaching and learning, research, connection with society, and management and support services.

Teaching QA covers programme evaluation, peer review and teaching evaluation, student feedback. It also monitors academic integrity, compliance of students and the implementation of anti-plagiarism.

Research QA covers the monitoring of research outputs, the consideration and award of internal funding, research time release. The QA framework also supports research ethics and integrity.

In support of the connection with society, the departmental QA covers the engagement with external stakeholders, including professional bodies, NGOs, and public institutions, community outreach, public lectures, and collaborative projects.

Managed services are largely considered via institutional level QA bodies.

Student involvement in QA is managed via the collection of feedback which is sent to the departmental IQAC. Students are also involved in the 5 yearly internal review of programmes (IPEP).

2. Quality Assurance

2.2 Quality assurance for the programmes of study

1 - 5

| | | |
|----------|---|---|
| 2.2.1 | The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff. | 5 |
| 2.2.2 | The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students. | 5 |
| 2.2.3 | The quality control system refers to specific indicators and is effective, which have been presented and discussed. | 4 |
| 2.2.4 | The results from student assessments are used to improve the programmes of study. | 5 |
| 2.2.5 | The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective. | 4 |
| 2.2.6 | The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective. | 5 |
| 2.2.7 | The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff. | 4 |
| 2.2.8 | Names and position of the teaching staff of each programme are published and easily accessible. | 4 |
| 2.2.9 | The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered. | 4 |
| 2.2.10 | The Department flexibly uses a variety of teaching methods. | 4 |
| 2.2.11 | The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place. | 4 |
| 2.2.12 | The Department analyses and publishes graduate employment information. | 4 |
| 2.2.13 | The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly: | |
| 2.2.12.1 | Building facilities | 4 |
| 2.2.12.2 | Library | 4 |

| | | | |
|--------|--|---|----|
| | 2.2.12.3 | Rooms for theoretical, practical and laboratory lessons | 4 |
| | 2.2.12.4 | Technological infrastructure | 4 |
| | 2.2.12.5 | Academic support | 4 |
| 2.2.14 | There is a student welfare service that supports students in regard to academic, personal problems and difficulties. | | 5 |
| 2.2.15 | The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities. | | 5 |
| 2.2.16 | Mentoring of each student is provided and the number of students per each permanent teaching member is adequate. | | 5 |
| 2.2.17 | The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available. | | NA |
| 2.2.18 | The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards. | | NA |
| 2.2.19 | The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates. | | NA |
| 2.2.20 | There is a clear policy on authorship and intellectual property. | | 5 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Quality assurance for programmes of study is supported by the campus programme evaluation committee and this is substantively determined and led by academic staff at campus level, but crucially from the departments running the programme of study. These committees refer to KPIs to evaluate whether programme objectives are being met. Whilst the documentation confirms that these KPIs are used, at the site visit the EEC got the sense that teaching staff were not very familiar with these KPIs and considered that it might be useful for the department and institution to delineate more clearly what these KPIs are so that the discussions of the committee can be efficient and fruitful. In addition to the KPIs described in the documentation, the EEC suggested that the department might request help from administration in gaining access to information about progression and awarding gaps between different student groups (e.g., Gender, Ethnicity and SES) in order to assess the quality of inclusive teaching.

Assessment processes, including timings, criteria, grading system, feedback processes are to be clearly provided to students throughout their programmes of study. The institution provides a clear policy on academic integrity and plagiarism, although at present this does not include much guidance on the use and monitoring of AI use in student work. These institutional policies are monitored at department level.

The procedures for handling student objections related to academic evaluation and ethics are formalized and transparent. Students have access to a clearly defined appeals mechanism for disputes related to grades, assessment procedures, or academic misconduct cases. student complaints and appeals are first raised at departmental level and, as necessary, escalated to school and campus level.

On launch of the website the department will provide full information as per the requirements of CYQAA standards and internal policy including programmes and courses of study, facilities, credits, teaching staff expertise etc. Currently, prior to campus launch this information is not available and so it may be important to verify this in follow up.

The department in the UNIC Athens campus will start in a modern, purpose-renovated building designed specifically for higher education. Facilities will include classrooms, administrative offices, faculty spaces, and student common areas. A range of student welfare services will be available, including Psychological counselling, career guidance, Health information, and Social and cultural integration activities. As these are not as yet instantiated, we have not applied full marks to these standards.

The department, supported by the institution, deploys mechanisms, processes, and infrastructure that are considerate of the needs of a diverse student population, including excellence scholarships, support services, flexible learning options. The wider institutional infrastructure supports accessibility.

Students are assigned to academic advisors who guide them through their programme of study. 60-120 students (all on the BSc Psychology) are expected in 2025-26 with 3 full time academic staff available to support. The department feels this is adequate and the EEC are inclined to agree.

The institution provides a clear policy on IP and authorship.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

As explained above, the documentation provided by the institution and department clearly address the standards required for administration. This was reflected in the discussions with senior academic and non-academic leaders, as well as administrative staff, during the site-visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- 1) Strong culture of quality fostered through multi-level quality assurance include the departmental campus IQACs, as well as the programme monitoring committees.

- 2) A thorough emphasis on inclusion of students across a diverse range of backgrounds and circumstances which will be important for the success of the programmes more broadly as well as for individual students.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC identified no significant problem areas. However, a number of areas of focus are provided below as constructive feedback:

- 1) Systematise data analysis and the provision of KPIs to promote its integration into regular collaboration with programme directors to support evidence-based programme improvements. In particular, the department may want to request administrative support to access metrics regarding progression and awarding gaps between diverse groups of students so to ensure the data to support proper inclusive teaching for academic success. Further metrics which may be useful include data regarding internationalisation such as student mobility data.
- 2) At present quality information is not fully publicly available, and so it will be important to have a quick launch to the website.

Please ✓ what is appropriate for each of the following sub-areas:

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|---|--|
| 2.1 System and quality assurance strategy | Compliant |
| 2.2 Quality assurance for the programmes of study | Compliant |

3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|-----------------------------|--|-------|
| 3. Administration | | 1 - 5 |
| 3.1 | The administrative structure is in line with the legislation and the Department's mission. | 5 |
| 3.2 | The members of the teaching and administrative staff and the students participate, to a satisfactory degree and on the basis of specified procedures, in the management of the Department. | 5 |
| 3.3 | The administrative staff adequately supports the operation of the Department. | 5 |
| 3.4 | Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions. | 5 |
| 3.5 | The Department applies effective procedures to ensure transparency in the decision-making process. | 5 |
| 3.6 | Statutory sessions of the Department are held and minutes are kept. | 5 |
| 3.7 | The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions. | 5 |
| 3.8 | The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively. | 5 |
| 3.9 | The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism. | 5 |
| 3.10 | The Department has appropriate procedures for dealing with students' complaints. | 5 |

3.11 Internationalization of the Department and external collaborations.

5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The administrative structure clearly adheres to both Greek and Cypriot legal frameworks by complying with Cypriot QAA laws and operating under the UNIC Athens Charter. The administrative structure supports the university's mission of delivering inclusive high quality education, research and innovation, and the service of society through partnerships and dissemination. This is instantiated at departmental level via the academic leadership of department committees and programmes, which work in synergy with school, campus and institutional committees.

The structure supports the involvement of all internal stakeholders by ensuring faculty, student and administrative representation on academic councils and committees. Academic staff have clear control over academic matters by having a majority role on academic and school councils. The academic council ensures that academic operations are aligned with the university's and the department's mission. Importantly the parent institution (the University of Nicosia) retains final approval for major academic decisions with the department head based in the University of Nicosia, and oversees the alignment of governance within UNIC Athens to the wider UNIC governance.

Transparency of administration is maintained by clearly prescribed operations and terms of reference for committees, with adequate representative membership, agendas and supporting documents. Discussions and decisions are all recorded via minutes, which are disseminated appropriately. The UNIC Athens Charter provides a formal governance framework to support decision-making and implementation.

There are clear preventative and disciplinary measures in control for academic misconduct among students, academic and administrative staff including disciplinary procedures for plagiarism, and regulations concerning academic integrity and staff conduct.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

As explained above, the documentation provided by the institution and department clearly address the standards required for administration. This was reflected in the discussions with senior academic and non-academic leaders, as well as administrative staff, during the site-visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- 1) Importantly for this transnational academic enterprise, UNIC Athens and its departmental decisions operate under the strategic and operational oversight of the University of Nicosia, and this is clearly supported by charter and administrative governance.

- 2) The well-defined participatory nature of governance supports the involvement of students in appropriate decision-making bodies. During the site visit, we got the strong impression from students and graduates of the University of Nicosia that this governance ethos was instantiated as a reality for students. The EEC were confident in that this ethos would be transferred to UNIC Athens also.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The EEC identified no significant problem areas. However, a number of areas of focus are provided below as constructive feedback:

- 1) During start-up in particular, the departmental academics and administrative structure will need to be responsive and flexible as regards challenges and opportunities provided by the local internal and external context in UNIC Athens. Although the centralisation of departmental leadership in Nicosia (mirroring school and institutional leadership) is a strength as regards ensuring well-led and coordinated decision-making, there is a risk that there will be a lot of pressure on leaders in Nicosia to develop research and teaching remotely. During the evaluation visit, the departmental and school academics assured us that there would be a lot of travel and online meetings to support this. However, experience of transnational campus development indicates that these are not sustainable solutions. The EEC recommends that the institution, school and department retain some expectation that increased local flexible leadership and decision-making will be required at some point in order to optimise departmental development (e.g., local departmental UNIC Athens leads for research and teaching), and retain the flexibility to adjust the administrative structure to accommodate this, as appropriate.
- 2) Relatedly, key departmental appointments (e.g., Department Director) seem to remain to be made, and so this should be expedited.

Please select what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------|--|
| 3. Administration | Compliant |

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|---|--|-------|
| 4. Learning and Teaching | | |
| 4.1 Planning the programmes of study | | 1 - 5 |
| 4.1.1 | The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study. | 5 |
| 4.1.2 | Students and other stakeholders, including employers, are actively involved on the programmes' review and development. | 4 |
| 4.1.3 | Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF). | 5 |
| 4.1.4 | The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable. | 5 |
| 4.1.5 | The Department ensures that its programmes of study integrate effectively theory and practice. | 5 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |
| UNIC Athens has established a Campus Internal Quality Assurance Committee (CIQAC), which operates in coordination with the Schools and the Departments. These committees oversee all aspects of programme evaluation, ensuring alignment with national and international standards. | | |

In the documentation, the Department of Social Sciences demonstrates a well-developed and effective quality assurance system that integrates multiple levels of review, ensures compliance with European standards, and emphasises responsiveness and continuous improvement.

The documentation indicates formal student representation in institutional quality structures, but does not show clear or active student involvement and stakeholders in the review and development of the Psychology BSc curriculum.

The documentation mentions that the programme includes practicum placements and encourages voluntary work; and aims to connect theoretical knowledge with real-life applications.

4. Learning and Teaching

| 4.2 Organisation of teaching | | 1 - 5 |
|------------------------------|--|-------|
| 4.2.1 | The Department establishes student admission criteria for each programme, which are adhered to consistently. | 5 |
| 4.2.2 | Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices. | 5 |
| 4.2.3 | The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons. | 4 |
| 4.2.4 | The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship. | 5 |
| 4.2.5 | Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. | 5 |
| 4.2.6 | The teaching staff of the Department provides timely and effective feedback to their students. | 5 |
| 4.2.7 | The criteria and the method of assessment as well as the criteria for marking are published in advance. | 5 |
| 4.2.8 | The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. | 4 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Recruitment of students is done centrally by the Office of Admissions. Criteria and procedures are not documented at the departmental level.

The Department does not provide evidence in its documentation to support the claim that student numbers are suitable for different teaching formats. While the infrastructure may be appropriate in principle. The teaching approach is described as student-centred, fostering active participation, autonomy, and guidance. The Department appears to recognize the importance of publishing assessment methods and criteria in advance, but the documentation does not provide specific information.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Social Sciences demonstrates a well-developed and effective quality assurance system that integrates multiple levels of review, ensures compliance with European standards, and emphasises responsiveness and continuous improvement.

The teaching staff of the Department has regular and effective communication with their students.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- 1) The department documentation describes the teaching approach as student-centred, fostering active participation, autonomy, and guidance.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- 1) The documentation indicates formal student representation in institutional quality structures, but does not show clear or active student and stakeholders involvement in the review and development of the Psychology BSc curriculum. A clear procedure that ensures their participation would be necessary, specially in a Department that it expects to grow with new programmes in the following years.
- 2) The Department of Social Sciences articulates a commitment to integrating theory and practice in the Psychology programme. However, it would be recommended that the department has a clearer strategy that ensures that its programmes integrate effectively theory and practice (how it will be implemented, evaluated, etc.).
- 3) As it is stated in the institutional report, it is recommended that the institution or the department details data on the number of students per teaching room, particularly for theoretical, practical, and laboratory lessons, to demonstrate the adequacy and suitability of learning environments, and the adequacy of the methodologies the UNIC Athens want to implement.

Please select what is appropriate for each of the following sub-areas:

| Sub-area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|--------------------------------------|--|
| 4.1 Planning the programmes of study | Compliant |
| 4.2 Organisation of teaching | Compliant |

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|-----------------------------|---|-------|
| 5. Teaching Staff | | 1 - 5 |
| 5.1 | The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study. | 5 |
| 5.2 | The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation. | 5 |
| 5.3 | The visiting Professors' subject areas adequately support the Department's programmes of study. | NA |
| 5.4 | The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study. | NA |
| 5.5 | The ratio of special teaching staff to the total number of teaching staff is satisfactory. | 5 |
| 5.6 | The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study. | 5 |
| 5.7 | The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study. | 5 |
| 5.8 | Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory. | 5 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Department of Social Sciences will function primarily to replicate an existing, and highly successful BSc Psychology programme running at UNIC. It will be led by the Head of Social Sciences in UNIC, supported by experienced teaching and research faculty, and recruitment processes are rigorously regulated. Synergies between teaching and research are

emphasized, and continuous evaluation mechanisms (including student feedback) are in place to support the development of teaching excellence.

The institution will employ a sufficient number of FT, discipline-appropriate academic staff in the department of Social Sciences, UNIC Athens to ensure full coverage of all programmes of study. This is 3 staff in the first year of operation,

All teaching staff hold advanced degrees (primarily PhDs) in relevant subject areas, fully meeting the formal and substantive qualification requirements set by legislation.

Visiting professors will be recruited once operations at UNIC Athens begin. There are no special staff planned at the moment.

All courses appear to be delivered by FT, exclusively employed staff. No mention of part-time staff and all % allocations of staff time add up to 100% (FT)

Projected student numbers and current staffing levels result in low student-to-staff ratios, supporting personalised learning and programme quality.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work

3 x FT staff, dedicating 30% of their time to teaching. The institution has reasonable plans to grow the number of staff in the 2nd and 3rd year of programme operation, in line with teaching requirements.

- Number of special teaching staff working full-time and having exclusive work

0

- Number of visiting Professors

0

- Number of special scientists on lease services

0

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

As explained above, the documentation provided by the department and institution clearly address the standards required for resources. This was reflected in the discussions with senior academic and non-academic leaders, as well as administrative staff during the site-visit.

In sum, The BSc Psychology programme will replicate an existing, and highly successful programme running at UNIC. It will be supported by experienced teaching and research faculty, and recruitment processes are rigorously regulated. Synergies between teaching and research are

emphasized, and continuous evaluation mechanisms (including student feedback) are in place to support the development of teaching excellence.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- 1) Faculty hiring is conducted through transparent and multi-level procedures, including the Faculty Selection Committee and Governing Board approval.
- 2) New and current faculty are supported with professional development opportunities such as Research Time Release, sabbaticals, and mentorship.
- 3) The university provides a generous balance between teaching, research and administrative responsibilities and each of the 3 current faculty members in the psychology programme are allocated 30% teaching and between 40% and 50% research time. This will support the UNIC Athens' ambition to be a research-led institution.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- 1) While academic freedom and research training are emphasized, formal pedagogical training for teaching methods is less visible.
- 2) As with the institution, the EEC would like to make strong recommendation that the department give careful consideration to the development of a diverse teaching staff base, one which can provide students with the opportunity to have a sense of belonging with regard to their own personal characteristics (e.g., ethnicity/race/gender).
- 3) It will also be important for the department to carefully consider the allocation of duties (e.g., ensuring that research/teaching/administrative responsibility are shared equally according to gender).
- 4) Currently, there are limited plans for faculty hirings associated with the programme. It may be beneficial to consider whether the breadth and plurality of the field of psychology can be adequately taught with only 8 planned faculty, or whether a healthy visiting professorship program could be set up to supplement the core faculty .
- 5) We would also like to strongly recommend that the department give very careful consideration to the research expertise which they target during hires. Whilst the needs of the broad swathe of coverage of a psychology programme will need to be covered, given the research mission of the university it is significantly more important to capture expertise which can work to the strategic strengths of the department defined by its internal (institutional) and external contexts (e.g., funding landscape in Athens, synergies with external stakeholders etc.).

- 6) The EEC recommends reviewing the students' satisfaction survey to introduce more detailed statements that help academy to get proper feedback to review teaching and learning process.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|---|--|
| Teaching staff number, adequacy and suitability | Compliant |
| Teaching staff recruitment and development | Compliant |
| Synergies of teaching and research | Compliant |

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

| Quality indicators/criteria | | |
|--|---|-------|
| 6. Research | | 1 - 5 |
| 6.1 | The Department has a research policy formulated in line with its mission. | 4 |
| 6.2 | The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes. | 4 |
| 6.3 | The Department provides adequate facilities and equipment to cover the staff and students' research activities. | 4 |
| 6.4 | The Department has the appropriate mechanisms for the development of students' research skills. | 4 |
| 6.5 | The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy. | 4 |
| 6.6 | The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector. | 4 |
| 6.7 | The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers. | 4 |
| 6.8 | The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad. | 4 |
| 6.9 | The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices. | 4 |
| Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. | | |

The Department of Social Sciences has a research policy aligned with its mission to foster academic excellence, promote interdisciplinary research, and address societal needs. The Department encourages both basic and applied research, with emphasis on psychology, sociology, political science, and related disciplines.

The Department follows UNIC Internal Research Regulations. These include processes for submitting, approving, monitoring, and reporting research projects. Compliance with national and EU funding body rules is ensured through institutional research offices and internal audits.

Adequate facilities are provided to support research, including access to online academic databases, statistical software, and library services. The new campus library and digital access infrastructure are designed to support the needs of social science research.

Undergraduate students in the Psychology programme have the opportunity to gain research experience through electives and thesis projects, which involves original research. Methodological training is embedded in the curriculum (e.g., courses in Research Methods and Statistics), supervised by research-active faculty, promoting hands-on development of research skills

Current faculty in the Department actively publish in peer-reviewed international journals and present at conferences in areas related to evolutionary psychology, psychometrics, and counselling. However, these faculty represent only a small proportion of the planned faculty and so this criterion is currently difficult to assess.

Research activities are integrated into teaching through updated syllabi, reference to faculty publications, and case study-based instruction. Knowledge transfer will be promoted through public engagement, participation in conferences, and collaboration with external stakeholders (e.g., mental health services, education sectors)

The Department ensures compliance with international research ethics through:

- A University Research Ethics Committee
- Ethics training for students
- Supervisory oversight of student projects.

All student and staff research involving human subjects must receive ethical approval before data collection begins.

There is some evidence that faculty have been successful in securing competitive external research grants, although the scale may vary compared to larger departments abroad. The funding level is comparable to similar institutions in Cyprus, and efforts are ongoing to enhance international partnerships for research financing.

Internal funding schemes that faculty can apply for are described which would support faculty research, including seed funding, conference participation subsidies, and sabbaticals. More

details about the evaluation criteria and procedures to ensure transparent and fair distribution of funding would be beneficial.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The Department of Social Sciences at UNIC Athens demonstrates an alignment between its teaching mission of research-led teaching and its emphasis on supporting research in the department. Structures are in place to support both faculty and student research activity. The Department maintains a strong research culture, currently described for the BSc Psychology programme, where faculty members are actively engaged in international research and publish in peer-reviewed journals. Research will be well integrated into teaching through updated course content, research oriented student electives and thesis projects, and supervision by research-active faculty.

Students are provided with a solid foundation in research methodology and are encouraged to participate in empirical research, contributing to the development of analytical and critical thinking skills. Ethical oversight is enforced through institutional mechanisms, including a Research Ethics Committee and mandatory ethics approval for projects involving human participants.

Faculty have access to internal support through the University's Research Time Release scheme and may apply for internal funding to support conference participation and research dissemination. These opportunities are competitive and application-based, ensuring alignment with institutional priorities. While external, non-governmental research funding is modest, it is comparable to other departments in Cyprus and supplemented by internal resources.

The Department's physical and digital infrastructure supports research activities, offering access to relevant academic databases, journals, and statistical tools. However, the EEC finds that more consideration of discipline/subject-specific physical and software resources (e.g. cutting-edge equipment in the to-be-built psychology laboratory, or access and training in coding) could be beneficial.

Overall, the Department will likely have a coherent and functional research environment that is well-integrated with teaching, ethically grounded, and actively supports both staff and student development.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. The department shows a careful consideration of the integration of research and teaching, and we expect that this will ensure that the students will have good exposure to research relevant to their discipline.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

1. There is currently limited consideration of discipline-specific research infrastructure. While there is currently only one programme within the department, the head of school should give careful consideration to the different requirements for research across the different planned programmes.
2. While the department is new, evidence for attracting international research grants is currently limited and could be enhanced through strategies set at the department level. Currently the funding level would not support ambitious or large-scaled research projects.
3. Internal funding requires an application and may thus be susceptible to bias in provision.
4. Clear procedures should be in place to ensure transparency. Alternatively, the department may wish to consider whether to allocate a specific amount to each faculty member to ensure that they can attend conferences essential for promoting a research culture in the department.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-------------------------------------|--|
| Research mechanisms and regulations | Compliant |
| External and internal funding | Compliant |
| Motives for research | Compliant |
| Publications | Compliant |

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

| Quality indicators/criteria | | |
|-----------------------------|--|-------|
| 7. Resources | | 1 - 5 |
| 7.1 | The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies. | 5 |
| 7.2 | The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise. | 5 |
| 7.3 | The Department's profits and donations are used for its development and for the benefit of the university community. | 5 |
| 7.4 | The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning. | 5 |
| 7.5 | The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation. | 5 |
| 7.6 | The Department's external audit and the transparent management of its finances are ensured. | 5 |
| 7.7 | The fitness-for-purpose of support facilities and services is periodically reviewed. | 5 |

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department has an annually approved budget to provide resources sufficient to support its activities, and this budget is structured around ensuring of aligning the departmental development to institutional and departmental missions and strategic goals. The annual budgeting process is overseen and managed by the university council and senate with departmental input.. The alignment of local functions to strategic aims are supported by a CapEx process driven by requests from Department Heads. The combination of operational and capital expenditure budgets supports the resourcing of the university's and department's mission and strategic planning. Risk and sustainability audits are built into audit and evaluation institutionally, and departmental risks are presented to department heads to respond to and mitigate.

A substantial portion of the department's profits are invested back into the institution to support the university community in meeting institutional and departmental missions.

The allocation of budget is transparent in that it involves academic leadership aligned with institutional priorities. External audits and monthly financial reporting reinforce accountability, while internal funding mechanisms—such as seed grants and research time release—empower faculty to pursue innovative research. This integrated approach ensures that financial decisions transparently and consistently enhance the quality and impact of teaching, learning, and research

The fitness-for-purpose of support facilities and service are supported continuously and periodically through the institutions multi-layered quality assurance processes. This includes student satisfaction surveys, internal audits, and planned enhancements (see Section 2 for more detail).

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

As explained above, the documentation provided by the institution clearly address the standards required for resources. This was reflected in the discussions with senior academic and non-academic leaders, as well as administrative staff during the site-visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- 1) The well-resourced plans for the library (410m²) with strong e-book and online journal resources via OpenAthens put the resourcing of student learning and student experience on a strong footing.
- 2) The emphasis on resourcing of student support for careers development, wellbeing, mobility and inclusion studentships is also an area of good practice.
- 3) The CapEx process provides means for the department to request investment in key areas as they arise. This will be important in the start-up context.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- 1) The psychology labs are not yet constructed and are not planned for construction until the 3rd year of operation. Whilst understandable, this limits the start-up of research programmes and research methods teaching for students in the first years of operation. Given some uncertainty at this stage about the research emphases and expertises which will comprise the department, it would be wise to ensure some level of flexibility in the resources planned for these facilities (at present they include no provision for neuroscience which is something of a disadvantage to a modern psychology department, and especially

at an institution which is placing considerable emphasis on medical science and genetics/genomics.

Please ✓ what is appropriate for the following assessment area:

| Assessment area | <i>Non-compliant / Partially Compliant / Compliant</i> |
|-----------------|--|
| 7. Resources | Compliant |

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

In sum, the EEC are delighted to recommend the progression of the Department of Social Sciences, UNIC Athens as compliant under the CYQAA standards, with the strong wishes for the success of the launch of the department in the coming academic year. We would like to thank very much the staff (academic and administrative), students, external stakeholders and senior leaders for giving their efforts to create this compelling application and for welcoming us to Athens where they provided kind access and information supporting our evaluation.

Our key focuses for improvement in the launch of the Department are:

- 1) Embracing the opportunity to engage fully with the institutional mission and vision for UNIC Athens as a thought-leading institution in the realms of data science, AI and their applications across the scope of academic, scientific, and industrial activity.
- 2) Embracing the opportunity to scope and engage with the local Athens funding and external stakeholder landscape in order to optimise the exploitation of collaborative and financial potential.
- 3) Having a teaching methodology strategies that guide academy staff, the selection of teaching methodologies, assessment activities, feedback implementation, and guarantees programs coherence and learning outcomes achievement.
- 4) A careful consideration of how the development of the Department's faculty can reflect the diversity of the student body, and ensure equal opportunities for progression of staff with different personal characteristics and backgrounds.
- 5) Careful thought to the development of research infrastructure (psychology labs) which can best reflect a forward thinking approach to research in the context of the UNIC Athens mission and vision.
- 6) A reconsideration of the department's mission to better articulate the contribution that it and its planned suite of programmes and research can and will contribute to society more broadly, with careful thought given to how the mission can lead and inspire colleagues.

E. Signatures of the EEC

| Name | Signature |
|---------------------|--|
| Andrew J. Bremner |  |
| Andrea Constantinou |  |
| Teresa Guasch |  |
| Victoria Southgate |  |
| Alexis Valiantis |  |
| Katerina Evangelou |  |

Date: 5th June 2025

